AL AIN JUNIORS SCHOOL
BRITISH SYSTEM

LESSON PLANNING SHEET

Teacher : Mr. Mohammed Elashry **Subject:** Biology	**Unit Title: 2.2 Exploring a healthy diet**	**Class/Group** 7	**Term/Date** 5th – 9th Day 2	**Period** 1

Learning Objectives (Content) ***What NEW knowledge or skills do you want the students to acquire?*** **Students will :** • Recognise the role different foods play in a balanced diet, and the effects on health of an unbalanced diet.	**Relevant part of syllabus** **KS 3 BIOLOGY** **Key/new vocabulary:** balanced diet **Competency/Value**: independent learning, critical thinking, care, Collaboration and planning

Active Learning Strategy: Divide students to 3 groups and each group makes a task .	**Homework or** **Out-of-School Learning:** bring examples (or pictures) of foods representing each of the food groups.
Resources Required: projector, news, articles about healthy food, Worksheet 1.2.2	**A4L:** Quiz and printed worksheet.

Application and relevance of this lesson to:
OTHER SUBJECTS: Physics without energy that make up the universe -- living organisms would not exist.
WORLD OUTSIDE CLASSROOM: keep a food diary of the meals that they have at home, and decide if they are balanced or unbalanced, and if not, what items could be added or removed to help re-balance the meal.

DIFFERENTIATION & EXPECTATIONS: Skills, knowledge, understanding, application etc

STUDENTS' PRIOR LEARNING: *What do they already know?*	They are able to describe the components of a healthy diet.
OUTCOMES: ALL MUST BE ABLE TO	Identify various components of a healthy diet.
OUTCOMES: MOST SHOULD	Explain the function of each of the components of a healthy diet
OUTCOMES: THE MORE ABLE COULD	Critically evaluate diets with regard to health

LEARNING ACTIVITIES (through: thinking, seeing, listening, talking, doing, reading, writing etc)

Timings

5 mins

Starter: True or False activity question

Ask students to raise their right arm if they think the statement is correct and left arm if it is false

10 mins

Teaching Component: 10 minutes MAXIMUM- What NEW knowledge and/or skill will you teach? How?

- Discuss with students what is meant by the term 'a healthy, balanced diet'. What are the types of food that we need to consume to live healthily?
- A balanced diet is when you eat a wide variety of foods in the right proportions. Eating the right amount of food helps us to have a healthy body weight.

10 mins max

Development: *What will they do?* Note which are Visual(V), Auditory(A), Kinesthetic(K)

Cooperative task

Group Activity: -Group of 3/**4** /5students

- **'Jigsaw' activity** Arrange the students in mixed groups of four to learn about the importance of each food group. Assign each student a number from 1 to 4. Student 1: vitamins and minerals; Student 2: proteins and carbohydrate; Student 3: water and fibre; Student 4: fats and oils.

  You may want to assign lower-attaining students number 3 or 4.

  Each group should then split into 'expert groups' made up of students assigned the same number across the class. Provide each group with the information relevant to their food group. Allow groups 5–10 minutes to assimilate the information and write notes using only 10 words, supported by diagrams. The original groups then re-form and each student spends 2 minutes teaching the group what they have learned. The rest of the group should **complete** Worksheet 1.2.2 as a summary of the work.

10 mins max

	Upper ability	Average/Middle ability	Those needing more assistance
Independent task	**Evaluate** diets with regard to health	**Mention** the function of each of the components of a healthy diet	With the help of the facilitator/ student complete the given work

5 mins

Plenary/review of learning: (5 minutes) How will you make a quick check the new knowledge/skills across all three ability groups?

Plenary: Student solve quiz presented on the board

Evaluation: What would I do differently/better next time? To be completed AFTER the lesson.

Better resources		I will talk less		Use self-assessment		Differentiate more clearly	
Better planning		Clearer objectives		Use peer assessment		More student activity	
Use time better		Use groups		Use technology		More variety	
Better starter		Better plenary		Use key words better		More application	

Competency and Values

Communication		Problem Solving	√	Digital Competence		Critical Thinking	
Collaboration /Teamwork		Cultural Awareness/Citizenship		Creativity And Innovation	√	Independent Learning	√
Leadership And Responsibility,		Self Confidence,		Entrepreneurship,		Innovation And Self Direction,	

Global And Environmental Awareness

Respect		Integrity		Empathy		Resilience	
Honesty		Care		Tolerance			

Competency/ Value: I would encourage students to **plan** a balanced and healthy diet and judge junk food

What must you do to improve these points before the next lesson? Their ability to research on their own.